

Conceptual Understandings	Specific Learner Expectations			
	Types of Text	Reading Strategies	Comprehension & Response	Attitude & Self Evaluation
<ul style="list-style-type: none"> • Illustrations convey meaning • People read for pleasure • Stories can tell about imagined worlds 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Show an interest in books and select favorites • Show an interest in reading signs, labels and logos • Begin to distinguish between drawing and writing • Recognize their name 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Hold book and turn pages correctly • Show beginning / end of book or story • Recognizes own name 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Listen and respond to literature • Comment on illustrations in books 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • N/A

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<ul style="list-style-type: none"> · Print conveys meaning · Printed information can tell about the real world · There are established ways of setting out print and organizing books 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Begin to choose reading materials and re-read for enjoyment · Begin to read signs, labels and logos · Recognizes their own name and other familiar names 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Participate in shared reading and read-aloud situations · Pretends to read · Use illustrations to tell stories · Know the letters in their first name · Begin to show an awareness and understanding of sound-symbol relationship · Make meaningful predictions with guidance (stories read to them) 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Connect books read aloud to own experiences with guidance 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Listen attentively to story

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<ul style="list-style-type: none"> · The sounds of spoken language can be represented visually · Consistent ways of recording words or ideas enable members of a language community to communicate 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Memorize or re-tell pattern books, poems and familiar books independently · Recognize a range of different text types (fiction and non-fiction ,letters, lists, recipes, stories, poetry , plays) and know they are read differently · Reads first and last name · Begin to read own writing 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Read from top to bottom, left to right, and front to back · Use finger - print - voice matching · Rely on illustrations and print to read stories · Know 48/50 letter names and most sounds · Begin to recognize beginning sounds in familiar words · Recognize some names and words in context · Make meaningful predictions (stories read to them) 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Connect books read aloud to own life experiences · Participate in reading of familiar books and poems · Rhyme and play with words · Verbally retell the main event from a story read to them or read independently · Identify the role of an author and illustrator with guidance 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> · Explain why literature is liked/ disliked during class discussions with guidance · Begin to read independently for short periods (5-10 min) · Demonstrate an eagerness to read · Discuss favorite reading material with others

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<ul style="list-style-type: none"> Written language works differently from spoken language People learn to read The words we see and hear enables us to create pictures in our minds What we already know enables us to understand what we read Wondering about texts and asking questions helps us to understand the meaning 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Read at an instructional level of early reader books (level I/J or Gray/Orange, DRA 14) Identify basic genres (fiction, non-fiction, and poetry) Read and re-read own writing 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Name different parts of a book (title page, table of contents, page numbers, dedication) with guidance Use sentence cues (grammar) Use meaning cues (context and illustrations) Use letter/ sound cues and patterns (phonics) Read word endings, common contractions and many high frequency words Predict what will happen next in a story and revise or confirm predictions Begin to self correct (when what they have read does not make sense) 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Respond to and make personal connections with facts, characters and situations in literature with guidance Discuss characters and story events with guidance Retell beginning, middle and end of story Retell characters and story events Identify the author and illustrator of a book or books and describe their role. 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Identify own reading behaviors with guidance (reading strategies) Read independently 10~15 minutes daily Enjoy reading and being read to Learn and share information from reading

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<ul style="list-style-type: none"> • Different types of texts serve different purposes • Applying a range of strategies helps us to read and understand new texts • Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Read aloud at a grade appropriate level (DRA 24 - 28 / Easy Chapter Books) with accuracy, fluency, expression, with regard to punctuation and comprehension • Chooses, reads and finishes a variety of materials at appropriate level with guidance • Begin to read instructions and directions 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Begin to locate, select, use reference materials to find information • Begins to identify book features like chapter titles, table of contents and labels • Begins to select resources appropriate to reading level and for a specific purpose • Recognize word endings, common contractions and high frequency words. • Use an increasing range of strategies to comprehend, e.g. predicting, comparing, self-questioning, meaning & sentence cues, letter sounds cues, patterns, adjusting reading rate • Begins to self-correct for meaning • Begin to read and scan to find specific information • Begin to use note taking strategies to organize information with support 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Begin to make predictions and draw conclusions based on text features. • Identify and describe elements of a story (setting, plot, characters, theme) • Compares and contrasts characters and story events • Recognize that there are story structures beyond beginning, middle and end • Summarizes and retells story events in sequential order based on what they have read • Identify main idea • Learn how to make inferences and justify them • Begin to understand that texts may be interpreted differently by different people • Understand and respond to ideas, feelings and attitudes in texts • Begin to recognize author's purpose (to inform, persuade, entertain, instruct) • Begin to respond to and understand a range of age-appropriate texts at literal and inferential level 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Identify own reading behaviors • Read silently with concentration (15 minutes) • Read for pleasure • Read daily • Express and explain reading preferences • Show an interest in a variety of fiction and non-fiction • Maintain "reading reflection" journal

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<ul style="list-style-type: none"> Reading and thinking work together to enable us to make meaning Identifying the main ideas in the text helps us to understand what is important 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Read text aloud at a grade appropriate level (DRA 34~38 / Medium chapter books) with accuracy, fluency, expression, with regard to punctuation and comprehension Distinguish between fact and fiction and recognize different literary genres and chooses materials at appropriate level Read instructions and directions 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Use word structure cues, (ie. root words, pre-fixes, suffixes, word chunks) when encountering unknown words. Use a wider range of decoding strategies to read new texts and be able to explain and describe them Self-correct for meaning Read quickly and scan to find specific information Begin to use note taking strategies to organize information Identify book features like chapter titles, table of contents, labels (text organizer) Locate, Select and use reference materials to find information Use a wider range of decoding strategies to read new texts and be able to explain and describe them 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Makes predictions and draw conclusions based on text features Identify and describe story elements (setting, plot, characters, theme) Recognize that there are story structures beyond beginning, middle and end Identify main idea, topic sentence, support sentences Make inferences and justify them Begin to understand that texts may be interpreted differently by different people Understand and respond to ideas, feelings and attitudes in texts. Recognize author's purpose (to inform, persuade, entertain, instruct) "Reads between the lines"with guidance 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Identify own reading behaviors Read silently with concentration (20 ~30 minutes) Read for pleasure Read daily Express and explain reading preferences Show an interest in a variety of fiction and non-fiction and identify their features Select resources appropriate to reading level and for a specific purpose Select and read independently, a variety of genre for enjoyment and information

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<ul style="list-style-type: none"> Knowing what we aim to achieve helps us to select useful reference materials to conduct research Authors structure stories around significant themes Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Read text aloud at a grade appropriate level (DRA 40+) with accuracy, fluency, expression and with regard to punctuation and comprehension Expand reading choices to include quality literature and a variety of genres 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Select appropriate reading strategies (scanning, skimming, rereading for meaning) 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Identify and appreciate author's purpose and different writing styles Identify and discuss story forms and structures Comment on and analyze poems for structure and meaning using specific vocabulary Recognize and understand figurative language with guidance Follows multi-step directions & instructions with guidance 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> Read silently with concentration

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<ul style="list-style-type: none"> • Synthesizing ideas and information from texts leads to new ideas and understanding • Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Read text aloud at grade appropriate level (DRA 50+) with accuracy, fluency, expression, with regard to punctuation and comprehension • Expand reading choices to include quality literature and a variety of genres • Select, read and finish a wide variety of genres with guidance • Identify and discuss story forms and structures 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Use a range of decoding strategies • Read silently with concentration • Identify fact and opinion • Understand that words can evoke mental images • Identify cause and effect • Identify main idea, topic sentence, and support sentences in a text • Understand and use the organization of an informational text • Make inferences and justify them • Draw conclusions • Generate new questions after reading and connect these to prior knowledge and experience 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Infer the author's purpose • Recognize and appreciate different writing styles • Identify the elements of plot • Comment on and analyze poems for structure and meaning using specific vocabulary • Recognize and understand figurative language • Know that poems have layers of meaning • Follows multi-step directions & instructions independently 	<p>By the end of the year students will be able to</p> <ul style="list-style-type: none"> • Independently select and read silently with concentration a variety of written text for enjoyment, instruction and information • Expand reading choices to include quality literature and a variety of genres